

although in many cases there was only one occasion of it, and it was troublesome only with three of the children, and in the early days of the school. It may occur even in the older ones who have long given up biting. It is found among girls as well as boys, although (interestingly enough) there were in this group no instances of *playful* spitting among the *girls'*, only of using it as an attack. The verbal threats of attack with excretory products again occur mainly in the earlier years. Few children who were not definitely abnormal would feel the necessity to use such expressions after, say, five years, and most would have abandoned them before this. The other modes of aggression remain normal, in so far as open aggression is itself "normal", throughout the years of childhood.

a. *The Motive of Possession*

The instances quoted bear witness to the strength and urgency of the common wish of little children to have exclusive possession or at least the biggest share or main use of whatever properties are the centre of interest at the moment. The satisfaction of having things all one's own is deep, the chagrin at others¹ having more than oneself very bitter. As I have suggested, the spontaneity of these reactions and their toughness under training make it clear that they are unlearned modes of response to certain types of situation in human beings, although children may differ in the openness and the intensity of response.

The forms of the possessive impulse shown in this material are worth noting, (a) The first is the direct wish to own an actual object, or to have exclusive use of it (which makes it "mine" for all intents and purposes). Any situation in which there is only one thing of a kind, an insufficient number of things for the group, or an

assortment of things
of varying sizes, will give rise to immediate
tension as to
who shall have " it " or " the biggest "—until
training
supervenes. And with the very young children,
it is often
the mere size of the thing that counts, rather
than its appropriateness. It is always the smallest children
who insist
on having the largest-sized tools, although
they cannot
manage them, and would get on much better
with a meditim-
sized. The older and more experienced child
will more
commonly choose the more appropriate tool,
and defend his